

Feedback Revision Form

You will provide feedback to the assigned student on his/her IU, and in turn you will receive feedback from that person on your IU. Timely feedback is important. You are graded on the content and timeliness of your feedback. You must plan to send feedback 24 hours prior to the due date of the project. Therefore, you need to send your IU to your feedback partner 48 or 60 hours prior to the due date of the project.

Use this form to document your feedback partner's comments and your response to those comments.

Your Name:	Juan M. Garcia
FB Partner's Name:	Christie Rickert
Project:	IU 1
Date:	June 24, 2010

Feedback Partner's Comment	Learner's Response
I would suggest adding more about the # of boards and where it's located. Does each classroom have their own board or is it shared? Is it mounted on the wall or on wheels? Is the projector ceiling mounted? What setup has to be done in the classroom to use the smart board?	I added that every classroom had a smartboard mounted to the wall and projector was mounted to the ceiling.
Also, where will the training be conducted? Remember, one of the requirements was that the training be done without "human presence" involved. Are the teachers going to do the training with their teams or on their own?	I added that they will access the tutorial through the school webpage or via the intranet on a folder in their desktop. Also if they had difficulty they could partner up with another teacher and do the lesson together in a classroom.
This also brings up the point about how the learning context is going to differ from the performance context. Obviously, when they are learning it, wherever they are learning, they won't have students with them. Are they doing this training in their classroom, in the same location where they will be applying what they learn? This all needs to be described.	I described that they are going to learn how do the instructional unit in the classroom, learning context and performance context are the same.
(K-5 teachers? Special Areas? Special Ed? You could elaborate here.)	I elaborated more by specifying the target audience to be 3rd thru fifth grade teachers.

<p>I think you have to include some demographics. How many teachers? What do they teach? What is their age range? Gender? Educational background?</p>	<p>I also add more here by describing the backgrounds of the teachers, how many teachers there were, their age, what they teach, and gender.</p>
<p>I would find a different work other than learn. What do you think about ...Teachers will locate and utilize Smart Board templates to increase interactivity within instruction.</p>	<p>I took out the word learned and modified my overarching instructional goal.</p>
<p>If the templates are ones that are already created for them, this would work. If they are going to learn how to modify a template for their own instructional purposes, then you would state so.</p>	<p>They are going to modify an existing template where they can add their own questions.</p>
<p>Again, find a different work other than learn. Perhaps.. Teachers will create a quiz using a smart board template to utilize within their classroom.... That way, the actually end product of the quiz is what is going to be assessed.</p>	<p>I changed my specific goal and added some of the suggestions.</p>